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ABSTRACT

Business and education representatives must identify mutual concerns to work together toward the delivery of education. Six regional trends were identified: (1) projections of a shrinking labor supply means untrained youth are a loss of needed human capital; (2) competitive edge increasingly relies on brain power, but students are poorer, more diverse, and at risk of dropping out; (3) increasing focus on Pacific Rim markets for international trade requires new orientation; (4) as schools change, teachers, school boards, and teaching contracts may change; (5) thousands of children in the Northwest are unsupervised after school hours, and demands for care and education of very young children are growing; and (6) education is a high-ticket item--but not paying the price is likely to cost even more. The National School Public Relations Association surveyed 200 Northwest business and 200 Northwest education leaders (33 percent return rate). Respondents were asked to rate the extent to which they believe each trend will affect the K-12 education community, the business and industry community, and the citizens and communities in their states. Respondents then briefly discussed the roles they expect the education and business communities to fulfill as well as strategies for joint action. The trends and findings are presented as they were prioritized by the total respondent group. Generally, findings indicate that trends (6) and (2) were given the highest priority among education as well as business leaders. (SI)

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ED311559

Developing Our Human Capital

*Results of a Survey of the Education and Business
Communities of the Northwest*

National School Public Relations Association
Northwest Region

*Technical assistance provided by the
Northwest Regional Educational Laboratory*

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FOREWORD

Business and education representatives must identify mutual concerns in order to work together toward improving the delivery of education. To this end, Northwest representatives of the National School Public Relations Association met in 1988-89 to determine how those concerns might best be identified. The first step taken was a survey requesting business and education leaders to respond to six key issues. The NSPRA team asked them their thoughts on how important the issues were and sought their ideas on how to solve problems inherent to those issues. With the able technical assistance of the Northwest Regional Educational Laboratory a survey product now exists which frames the problems and provides the opportunity for business and education to open dialogue in this critical area.

David T. Kearns, chairman and chief executive officer of Xerox Corporation, claims, "We've all been tinkering at the margins of the education problem too long. It's now time to get to the heart of the matter. It's now time to get specific." So, how do we "get specific"? The education agenda cannot be forced; together, we will create a synergy that will help us develop the best education agenda for the children of the twenty-first century. The work does not stop here but begins in each of our communities with discussions, forums, debates, and conferences which NSPRA and other groups will facilitate.

Kathy Leslie

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INTRODUCTION

Trends in the world, nation, and region will have a significant impact upon citizens and communities of our Northwest states. Education and economic development will play a vital role in charting our course for the future. It is essential that the education and business communities identify common interests, priorities, and strategies for confronting the challenges posed by these trends.

A survey was developed which presented six regional trends:

(1) Projections of a shrinking labor supply means untrained youth are a loss of needed human capital.

We have become accustomed to having an abundance of young workers, but that is changing. The time is coming when it will be in the best interest of all to help a young person who fails the first time to succeed the second time; a "replacement youth" just won't be available. As the United States economy continues to grow, there will be more challenging jobs available than there will be workers to fill them. An uneducated, untrained youth will be a loss of human capital.

(2) Competitive edge increasingly relies on brain power, but students are poorer, more diverse, and at risk of dropping out.

Demographic changes present massive challenges in a time when world market competition depends on brain power. Schools must assimilate a poorer and more diverse student population. There is an increase in poor households headed by a female, the majority of children born into poverty are from these families, and many are born to teenage mothers. Cultural, linguistic, ethnic, and economic diversity pose challenges for business and education. Some demographers say that by the year 2020 one out of three in the national population will be non-white; others consider that a low projection.

(3) Increasing focus on Pacific Rim markets for international trade requires new orientation.

The Northwest states enjoy a geographically competitive edge for Asian markets. However, geographic proximity does not ensure success. More attention is being devoted to the language, culture, consumer preferences, and business practices of these nations.

(4) As schools change, teachers, school boards, and teaching contracts may change.

In the private sector, the relationship between management and labor has been in flux. In some instances, management and collective bargaining groups have compromised and cooperated effectively to devise contract agreements where each has benefited; in other instances, entrenchment resulted in loss for each. In public schools, as the educational system begins to better suit itself to economic and social needs, school boards and teacher unions will be dealing with a new view of school that may change the nature of teaching contracts.

(5) Thousands of children in the Northwest are unsupervised after school hours, and demands for care and education of very young children are growing.

With increasing numbers of parents working outside the home, many elementary schools are facing demands to include the care and education of very young children in the school programs. In addition, in the United States there are at least four million "latchkey children," meaning children of school age who are without adult supervision after hours except for phone calls to mom or dad at work. Many thousands of these latchkey children are in the Northwest.

(6) Education is a high ticket item — but not paying the price is likely to cost even more.

As the workforce changes, demands increase for education and training. Business Week magazine asks if we can afford to pay for this education and training, and concludes that we have no choice. Difficult decisions are being made as tax dollars are apportioned for a wide range of problems facing state and local communities. Education becomes one of many competitors for those limited resources.

Four hundred Northwest leaders in education and business were surveyed as a first step towards identifying strategies of mutual concern for planning community development initiatives. A panel of National School Public Relations Association - Northwest Region - members drafted the initial survey which was pilot tested with the education committee of the Portland Chamber of Commerce. Researchers from the Northwest Regional Educational Laboratory finalized the survey (see the Appendix), and it was mailed to 200 education leaders and 200 business leaders in the five-state region. Education leaders included state board chairpersons, chief state school officers, state professional association directors, and superintendents of major districts. Business leaders were selected from state level roundtable or council organizations.

The initial mailing of the survey was followed by a reminder letter encouraging their return. Forty-four percent of the education leaders and 23 percent of the business leaders responded for an average return rate of 33 percent. Their opinions and ideas follow in this report. A followup validation study is being conducted of respondent and non-respondent groups to ensure the generalizability of the findings.

PRIORITIES

While all of the trends described in the survey are real and immediate, some may demand greater attention in the near future. Educators and business leaders were asked to rate each of the six trends as: "Not critical at this time," "Should be dealt with soon," or "Demands immediate attention."

Figure 1 displays how the trends were prioritized by education and business leaders.

FIGURE 1
For Each Trend, the Percentage of Respondents
Who Believe the Trend Demands Immediate Attention

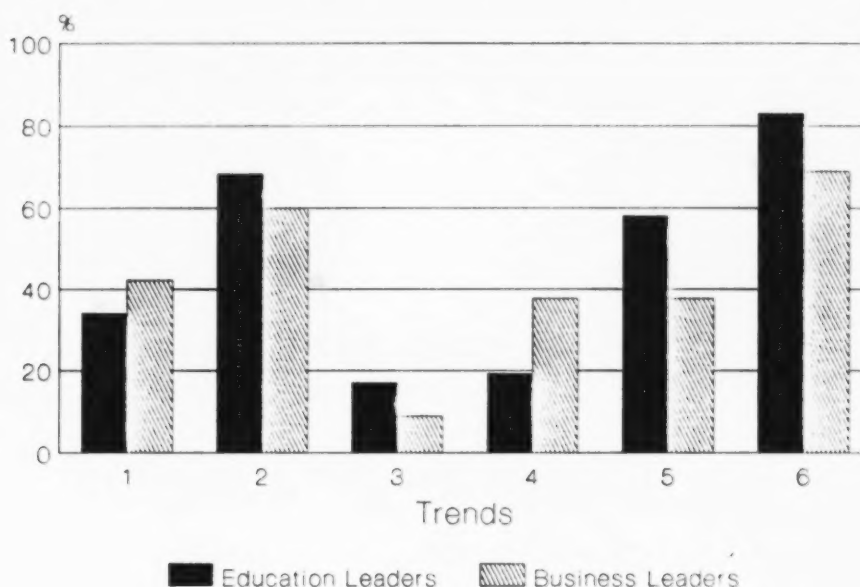


Figure 1 indicates that trend (6), education is a high ticket item, and trend (2), students are poorer, more diverse, and at risk, greatly concern high percentages of education and business leaders. Trend (5), more children need supervision and care, concerns almost the same percentage of educators as trend (2), but trend (5) concerns fewer business leaders than does trend (1), untrained youth are a loss of needed capital. Interestingly, the percentage of business leaders who believe that trend (4), Teachers, boards and contracts may change, is of immediate concern is twice the percentage of educators who believe so. Small percentages of both groups believe that trend (3), focus on the Pacific Rim is increasing, demands immediate attention.

To demonstrate more clearly how educators and business leaders prioritized the trends, Tables 1 and 2 list the trends in order according to the percentages of respondents in each group who believe they demand immediate attention.

TABLE 1
Education Leaders — Immediate Priorities

83.0%	(6)	Education is a high-ticket item.
68.2	(2)	Students are poorer, more diverse, and at risk.
58.0	(5)	More children need supervision and care.
34.1	(1)	Untrained youth are a loss of needed capital.
19.3	(4)	Teachers, boards, and contracts may change.
17.1	(3)	Focus on the Pacific Rim is increasing.

TABLE 2
Business Leaders — Immediate Priorities

68.9%	(6)	Education is a high-ticket item.
60.0	(2)	Students are poorer, more diverse, and at risk.
42.2	(1)	Untrained youth are a loss of needed capital.
37.8	(5)	More children need supervision and care.
37.8	(4)	Teachers, boards, and contracts may change.
8.9	(3)	Focus on the Pacific Rim is increasing.

The orders differ only slightly, indicating that educators and business leaders come close to sharing priorities.

IMPACT, ROLES AND STRATEGIES

Respondents were asked to rate the extent to which they believe each trend will effect a) the K-12 education community, b) the business and industry community, and c) the citizens and communities in their state. Impact could be rated as none, minimal, moderate, or substantial.

Respondents then briefly discussed the roles they expect the education and business communities to fulfill in addressing each trend and identified strategies for joint action. The trends are presented as they were prioritized by the total respondent group.

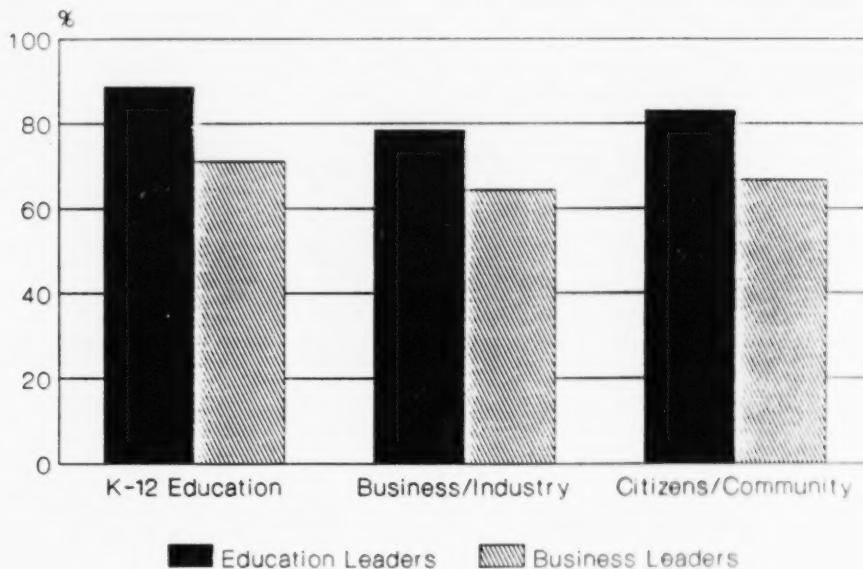
TREND (6)

Education is a high ticket item — but not paying the price is likely to cost even more.

Figure 2 illustrates that high percentages of educators (78-89%) and business leaders (64-71%) forecast a substantial impact of Trend (6) on all three sectors. Ninety-seven percent of the educators rated the impact at least moderate. Ninety-six percent of the business leaders believe the impact will be at least moderate on K-12 education and on citizens and communities, and 87 percent believe so for the impact on business and industry.

FIGURE 2

Percentage of Respondents Who Believe Trend 6 Will Have a Substantial Impact



Role of the Education Community

Both educators and business leaders believe the primary role of the education community is to provide a basic education to every student. Resources of all kinds are employed in efforts to meet students' diverse needs and keep them engaged in school and other learning experiences. By using current resources to their full potential and collaborating with other service agencies and community groups, educators could better meet the costs of attaining their goal. Business leaders would like to be invited to participate in the development of curricula and alternative programs that are relevant to the experience of students and to the working world.

Both groups agree that raising public and legislative awareness about the importance of education and the need for increased tax support is crucial. The education community should more effectively advertise its efforts and successes and provide evidence that tax dollars are well spent.

To be more accountable, better evaluation processes and more efficient administrative practices are necessary. Several respondents in both groups suggested that schools and districts adopt proven business methods. Some educators, however, cautioned that only those that are appropriate for education should be adopted, and a few stated that business practices should not be used at all.

Improving teacher training and providing incentives for good teaching were also viewed by business leaders as being important aspects of the education community's role.

Role of the Business Community

Business leaders need to define their workplace needs, recognize the education community's capability, and frequently communicate with educators to mutually develop curricula and programs that will provide all students with a basic education and prepare them for the working world. They must demand "high quality," but should at the same time visibly support the education community's efforts at all schooling levels.

Both groups agree that the business community can effectively raise public and legislative awareness about the importance of education and the need for resources. Leaders need to stay informed about education issues and should increase their own participation on school boards and advisory committees.

The business community can contribute dollars, personnel, facilities, equipment and time. In exchange, business leaders should be involved with strategic planning and evaluation.

Educators and business leaders mentioned that employee training and development opportunities should be provided by employers.

Joint Action

Both groups desire ongoing discussion to voice and assess their respective needs and abilities, to define outcomes and a common mission for schooling, to identify strategies and plan solutions. Staff and employee exchanges could facilitate better understanding of each other's environments.

Educators and business leaders agree they should get more involved in the political process and believe that, if they were to address the public and legislature as a "united front," they would receive greater attention. More actively involving community leaders on advisory councils, and parents on school committees, would likely increase support.

A large and diverse funding base must be developed and should be systematized. The education and business communities can share their resources, expertise, and administrative practices. Working together will ensure accountability and proper spending on the part of both groups.

Educators and business leaders want to invest in cooperative training programs, continuing education, and teacher pre- and inservice training. Educators welcome help from business leaders in developing curriculum and creating scholarships. Business leaders hope educators increase their use of modern technologies.

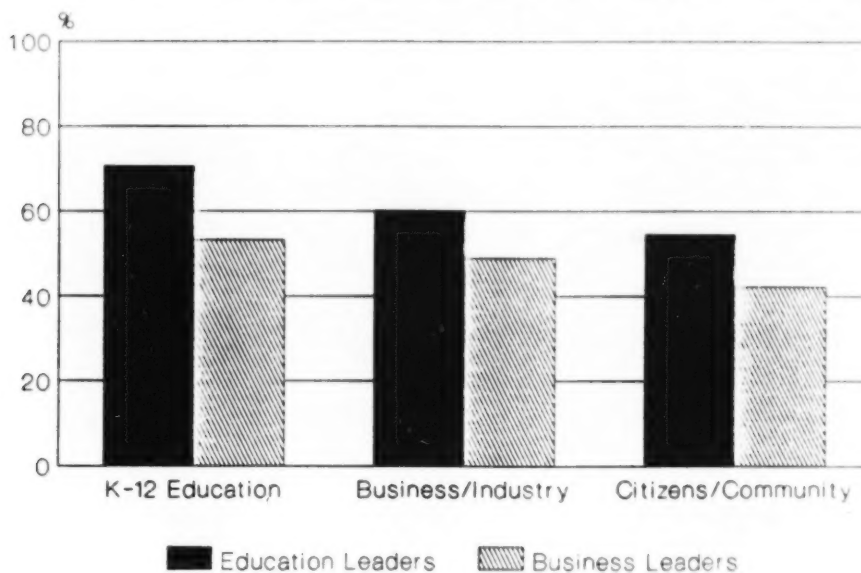
TREND (2)

Competitive edge increasingly relies on brain power, but students are poorer, more diverse, and at risk of dropping out.

Almost three-fourths of the educators and just over one-half of the business leaders believe Trend (2) will substantially affect K-12 education. An additional 22 percent of the educators and 29 percent of the business leaders believe the impact will be moderate. Impact on the other two sectors was rated either moderate or substantial by 90 percent of the educators and 80 percent of the business leaders. Few education and business leaders believe this trend will have only a minimal effect on the three sectors.

FIGURE 3

Percentage of Respondents Who Believe Trend 2 Will Have a Substantial Impact



Role of the Education Community

To provide the means for all students to achieve basic skill competency without lowering standards or expectations is recognized by educators and business leaders to be the main role of the education community. They also want students to develop higher order thinking skills, decision-making skills, self-esteem, a sense of responsibility, and the work ethic. To accomplish this, teachers must recognize and be sensitive to the uniqueness and needs of their students that rise from economic disadvantage and/or differences in language and culture.

Such diversity requires various and flexible responses. The groups agree that curricula and classroom activities must be sensitive to student differences and relevant to their experience. Educators and business leaders both suggested that the education community increase prevention and early intervention efforts, develop alternative school programs and vocational education, improve counseling, and teacher training.

Educators should raise public awareness about the importance of educating all children and the resulting need to provide special services. Collaboration with other service agencies and community organizations helps to meet this need. Educators must involve parents, as well, and provide them with education opportunities.

Role of the Business Community

The business community needs to communicate its needs and define criteria for success on the job. Relevant curricula could then be designed, and students would be informed about the skills they need to develop. Both groups see advantages in supporting the improvement of teacher training, as well.

Business leaders recognize not only the need for their support of programs and services that keep kids engaged in school, but also the need for them to encourage community and parent interest and support. The business community can contribute resources (dollars, personnel, facilities, equipment and time).

While educators work to maintain equal education opportunities for students, business leaders must strive to ensure equal employment opportunities for students, graduates, and adults. Employers should consider sponsoring work-study programs, developing specific minority recruitment strategies, and providing special, on- or off-the-job training for employees. In their selection and employment policies, business leaders need to be sensitive to cultural differences and minority issues and needs. Business leaders can adopt employment policies and offer benefit packages that promote the importance of "family" -- day care, flexible work schedules, job-sharing, and time off to volunteer are examples.

Joint Action

Leaders from the education and business communities want to convene to discuss ways to keep kids in school and engaged in learning experiences. They believe other community leaders and parents should also participate in the identification of needs, the development of a common mission for schooling, and the definition of desired outcomes. Working together, these groups would weigh the costs and benefits of specific program and policy options and devise comprehensive, long-range strategies reflecting their shared vision.

Sharing resources and expertise will facilitate the pursuit of joint efforts to raise public awareness of needs rising from cultural, ethnic, and economic diversity, increase multicultural sensitivity in the curriculum, the classroom and the workplace, develop cooperative training programs, sponsor extracurricular activities, provide flexible work-study programs, and offer career exploration opportunities such as mentorships, internships, apprenticeships, and preceptorships. Educators and business leaders should support and collaborate with community organizations such as Scouts and Big Brothers/Big Sisters.

Educators suggest collaborating with business leaders to operate early intervention programs and campaign for increased funding support for these and education programs for people of all ages. Business leaders encourage increasing the use of modern technologies and business volunteers as instructors and role models.

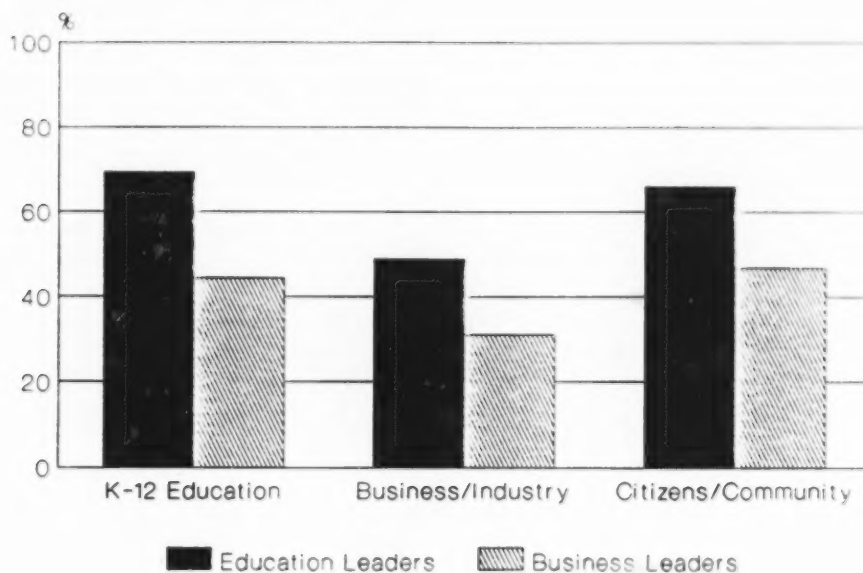
TREND (5)

Thousands of children in the Northwest are unsupervised after school hours, and demands for care and education of very young children are growing.

Figure 4 shows that close to 70 percent of the educators and 45 percent of the business leaders expect Trend (5) to substantially effect K-12 education and citizens and communities. Nearly one-half of the educators and one-third of the business leaders believe this trend's impact on business and industry will be substantial. Up to 10 percent of the educators and 11 percent of the business leaders think this trend will have only a minimal impact on the sectors.

FIGURE 4

Percentage of Respondents Who Believe Trend 5 Will Have a Substantial Impact



Role of the Education Community

Many educators and business leaders said the education community should expand its role to serve children in need of early or after-school care. There are also a number in both groups who believe the education community should limit its role and rely on, or collaborate with, private and community providers.

Those who wish educators would increase their efforts to respond to the needs of working parents suggest that the education community increase the variety and quality of early childhood education programs, extend the school to better match the work day, and provide after-school enrichment activities such as community services, sports, performing arts, and nature studies.

Those who want the education community to limit its role do hope educators will visibly support and advise private and community providers of day care to incorporate effective learning experiences into their programs. Educators could provide educational cost/benefit information about available programs.

Respondents with both opinions agreed that the education community can provide staff training and facilities.

Role of the Business Community

Educators and business leaders alike feel the business community should provide day care programs and facilities, or at least support them by contributing resources and offering employees financial assistance and program information.

Employers should consider allowing flexible work schedules and job sharing to provide more opportunity for parents to be with their kids and to participate in school-related activities.

Some educators want business leaders to sponsor after-school activities, and business leaders suggest that after-school work opportunities could be expanded.

The business community should encourage the development of supportive legislation.

Joint Action

Both groups agree that parents must be encouraged to be more informed and involved in this issue, both at the level of policy making and at the level of their personal decision making.

Dialogue between educators and business leaders is deemed necessary by both groups to more clearly determine their respective roles and abilities to meet the needs of families. Together, they should work to increase public and legislative support. Educators and business leaders agree that collaboration with other service agencies and community organizations will better enable them to address this trend.

Both groups see advantage in pooling their resources and expertise to jointly plan and operate various types of programs and to improve staff training. Many believe they should consider coordinating and offering flexible schedules, and volunteering to help.

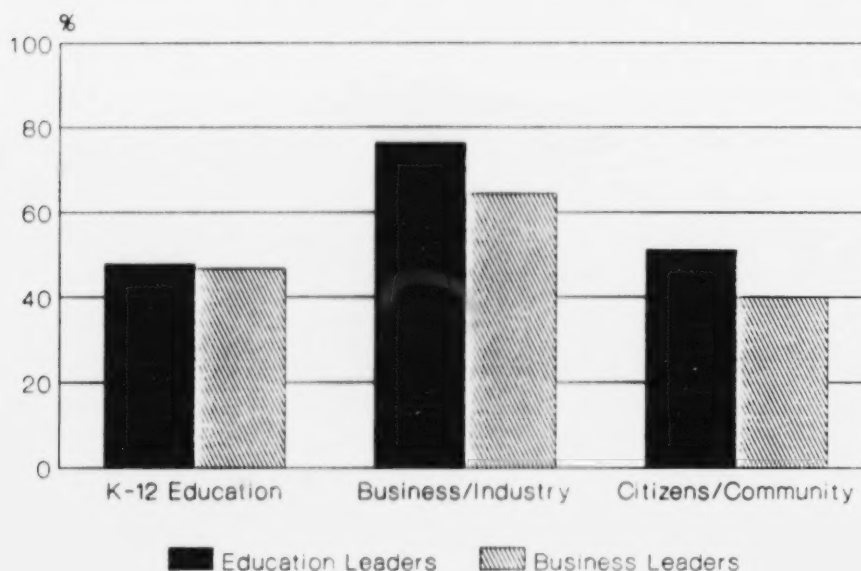
TREND (1)

Projections of a shrinking labor supply mean untrained youth are a loss of needed capital.

High percentages of the educators and business leaders believe Trend (1) will have a substantial impact on business and industry, and, interestingly, more educators than business leaders believe so. Ninety percent of both groups believe the impact will be at least moderate. Figure 5 shows that similar percentages of both respondent groups think the impact on the other two sectors will be substantial. Additionally, 40 percent of the educators and 44 percent of the business leaders rated the impact moderate on K-12 education and on citizens and communities.

FIGURE 5

Percentage of Respondents Who Believe Trend 1 Will Have a Substantial Impact



Role of the Education Community

Educators and business leaders are most concerned with keeping kids in school. They agree that the education community should provide a basic education in reading, writing, and math to all students, as well as teach higher thinking and decision-making skills, self-esteem and responsibility, and the work ethic. Expectations and standards for achievement must not be lowered.

Early identification and intervention of students at risk of low achievement or dropping out are high priorities for both groups.

Particularly to increase learning opportunities for at-risk students, educators believe they should develop alternative and flexible learning programs. Business leaders concur, encouraging teachers to use a variety of methods to make school work more interesting and competitive with other activities.

To better prepare students for vocational and career markets, educators need to make curricula more relevant to the working world and further develop vocational training, career awareness activities, and job counseling.

Educators mentioned increasing the use of modern technologies and extending education for all ages as part of their role. Business leaders believe educators need to more effectively communicate their needs to the public, as well as be held accountable for their "product."

Role of the Business Community

Both groups recognize that the business community needs to forecast future trends and define what skills and criteria for success are used on the job.

The business community must expect to train or "retrain" employees and should offer employee development opportunities. Educators and business leaders also suggest that the business community participate in the design and development of curriculum to increase its relevancy to the working world.

Both financial and moral support can come from the business community. Business leaders can supply resources of all kinds (dollars, personnel, facilities, equipment, and time) and various employment opportunities for youth (work-study programs, part-time work, apprenticeships, and internships). They also can increase public awareness about the need and importance of educational attainment for all students.

Educators hope the business community won't avoid its tax obligation. In exchange, business leaders would like to participate more in the classroom by perhaps volunteering to instruct or to act as role models. Business leaders feel they have a lot to offer by way of management models, as well.

Joint Action

Educators and business leaders see the need to raise public and legislative awareness about the need and importance of educational attainment for all students.

Both groups strongly agree that ongoing dialogue between them is necessary and desirable. Only after they discuss their needs with each other, identify a common mission and set of outcomes, and cooperatively plan and commit to a strategy, will the joint implementation of a solution be successful. A forum or structure for this dialogue is needed. Both groups suggested participating on each other's advisory committees and boards, creating task forces and planning councils, and including other community leaders.

By pooling resources and expertise, educators and business leaders could jointly sponsor and fund a broad range of learning opportunities that would keep students engaged in school and prepare them for employment. Cooperative work-study programs, job shadowing, internships and apprenticeships, exchanges and preceptorships, fieldtrips and classroom presentations, all would facilitate understanding and strengthen the link between education and business.

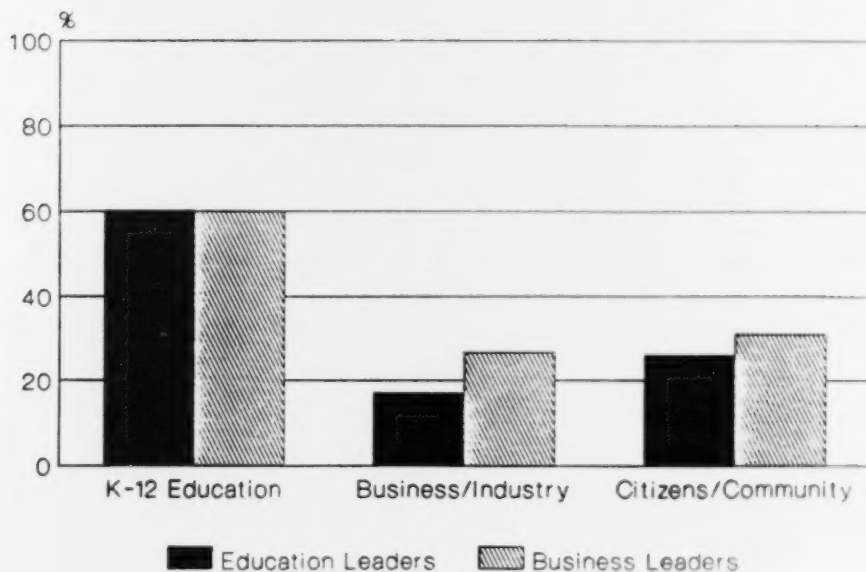
Educators believe the groups should support the improvement of basic education and teacher training by collaboratively developing curriculum and securing funds. Business leaders agree and, additionally, encourage the use of modern technologies and volunteer instructors from business and industry.

TREND (4)

As schools change, teachers, school boards, and teaching contracts may change.

Figure 6 shows that 60 percent of each respondent group believes Trend (4)'s impact on K-12 education will be substantial. Half that percentage expect a substantial impact on citizens and communities, and even lower percentages think so for the impact on business and industry. Only for this trend were the percentages of business leaders higher than those of educators rating the impact substantial. According to 31 percent of the educators and 35 percent of the business leaders, the impact on business and industry will be only minimal. Nearly one-quarter of each respondent group forecasts a minimal impact on citizens and communities, as well.

FIGURE 6
Percentage of Respondents Who Believe Trend 4 Will Have a Substantial Impact



Role of the Education Community

It is important to both educators and business leaders that, throughout all budget, contract and policy negotiations, the education community maintains its focus on meeting student needs and achieving specific outcomes.

If educators increase dialogue with their constituency to better assess their needs and support limitations, inform the community and legislature of their own needs and capacity, and provide accountable evidence that resources are well used, they should improve their public image and convince the public of the need for more tax and moral support.

Business leaders believe, and educators concur, that a comprehensive strategy for attracting and retaining highly qualified staff should be executed. Teacher pre- and inservice training programs need to be improved. Teaching contracts could be more flexible so staff can better respond to student needs. Alternatives to the tenure system should be considered. Performance reviews must be accepted. An incentive and reward system should be developed. Salaries must increase as performance standards are established and maintained.

Education respondents had mixed feelings about collective bargaining and had different opinions as to the extent they believe business and industry should get involved. Many cautioned that business practices should be adapted, rather than blindly adopted by the education community. Business leaders believe they can share helpful advice and models for successful negotiation.

Role of the Business Community

Business leaders can help raise the teaching profession's public image by actively campaigning for increased legislative and government support of higher standards and salaries and better working conditions.

Business leaders must continue to demand high quality "products" and encourage sensible spending. They themselves can contribute financial support, help set up accountability standards and review processes, and participate on school boards and advisory committees.

Management strategies and practices from business and industry might be useful to educators. The business community can also provide information on effective evaluation processes and employee involvement in decision making. Similarly, the business community has much experience with contract negotiation and perhaps could offer helpful insight and suggest alternatives to traditional bargaining.

Joint Action

Many respondents from both groups were uncertain about what they could do together to address this trend. A forum needs to be created so they can first communicate needs and roles and then identify options and long-range strategies. Educators and business leaders should share their resources, expertise, and information.

They are willing to work together to persuade the public and legislature that education can be made more accountable and should be top priority and more intensely supported. Educators want both groups to campaign particularly for increased resources for school staff.

Both groups welcome the opportunity to discuss collective bargaining strategies and alternatives and to determine what is most effective and appropriate for the education community. Business leaders would also like to suggest ways to improve performance appraisal, staff selection, staff development, and reward systems. Educators agree that new evaluation and employment practices should be developed.

Creating a multiyear budget system and developing cross-training programs with business were mentioned by educators. Cosponsored employee exchanges are thought by some business leaders to be a way to improve understanding and communication between the two groups.

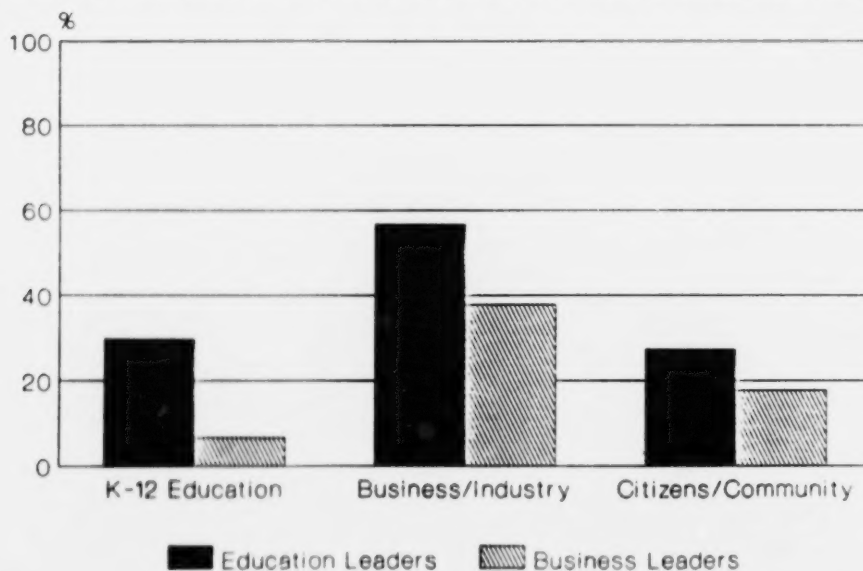
TREND (3)

Increasing focus on Pacific Rim markets for international trade requires new orientation.

Thirty percent of the education leaders believe Trend (3)'s impact on K-12 education will be substantial, whereas only 7 percent of the business leaders believe so. Although Figure 7 also indicates that a larger percentage of educators than business leaders believe this trend will substantially affect business and industry, over 90 percent of both respondent groups believe the effect will be at least moderate. Small percentages forecast a substantial impact on citizens and communities, but just over half of each respondent group believes the impact will be moderate.

FIGURE 7

Percentage of Respondents Who Believe Trend 3 Will Have a Substantial Impact



Role of the Education Community

Educators and business leaders again emphasized that providing a basic education to all students is the main role of the education community. Because of our increasing involvement in Pacific Rim markets, students should be exposed to Asian languages, history, and cultures. They should also study world geography and the various economic and government structures of nations throughout the world. Teacher training must be expanded and improved in these areas.

Educators should offer and gather public support for language classes and exposure opportunities such as exchange programs for students and school staff.

Role of the Business Community

The business community must raise everyone's awareness about the need for students to study Asian languages, history, and culture. Their participation in curriculum development and their support for teacher training in these areas are needed, as well as their financial support of language programs and exposure opportunities. Businesses could sponsor exchange programs, travel tours, internships, apprenticeships, mentoring, and part-time employment. Scholarships for the study of specific areas could also be created for students and teachers. Respondents from both groups suggested that specialists from the business community share their knowledge and skills in the classroom by instructing, lecturing, or facilitating discussion.

Employers should make information and educational opportunities available to their employees.

Joint Action

Educators and business leaders would like to meet to articulate specific needs and objectives and determine ways to encourage greater cultural awareness and sensitivity in the classroom and workplace. Collaborative efforts to design curriculum, improve teacher training, offer language classes, and provide scholarships and exposure opportunities will be successful if the groups share their resources and expertise.

Together, educators and business leaders should inform the public and legislature of their need for support.

Some business leaders suggested that efforts to prepare students and employees would be enhanced by the increased use of computers.

CONCLUSIONS

The results of this survey reflect the willingness of leaders from the education and business communities to work together with a focused effort on responding to the needs of all kids while addressing challenges posed by regional trends. They are eager to find or create a forum for discussing and developing specific, concrete strategies for joint action.

Both want to keep students in school, and they believe creative, flexible, and clear options for policy and programming are necessary to do so.

Both see the need to communicate with, be accountable to, and rely on the support of other service providers, community agencies, legislatures, and especially parents.

If educators and business leaders combine their resources, expertise and ideas, they believe their innovative efforts will be successful and their current approaches more effective.

Educators and business leaders appear to be willing partners, in considerable agreement, in search of a place where dialogue and action can happen.